Education Support Program

Quarterly Performance Report No. 2

JANUARY – MARCH 2012

S.O.22
Improved Access to Education

Submitted to:
U.S. Agency for International Development/Egypt

Submitted by:
American Institutes for Research

Cooperative Agreement No. AID 263-11-00010

Table of Contents

Commonly Used Acronyms

AIR	American Institutes for Research
AT	Assistant Teacher
AWP	Annual Work Plan
BOT	Board of Trustees
BOTAT	Board of Trustees Assessment Tool
ERP	Education Reform Program
ESP	Education Support Program
MOE	Ministry of Education
PAT	Professional Academy for Teachers
RA	Rapid Assessment
SCOPE	Standardized Classroom Observation Protocol
SWD	Social Work Department
TOT	Training of Trainers
TPD	Teacher Professional Development

Executive Summery

The Education Support Program (ESP) aims at supporting the educational service for the Egyptian children during a very critical and unique time of Egypt's history. While the Egyptian society is going through a complex transitional process towards democratization and reform, education in general, and the quality of educational services are at the heart of these complex processes and changes. Since the beginning of the recent political upheaval in Egypt that began on 25th January 2011, Egyptian schools have witnessed changes relating to two very important elements of the country's human resources that support education. The first element was a redefinition of the role that school Boards of Trustees (BOTs) play in promoting citizenship, governance, and community participation. The second element was the hiring of thousands of young Egyptians by the Ministry of Education (MOE) as new assistant teachers. These young teachers bring to the education system renewed hopes for improved education quality that has been inspired by values of the Arab spring for rights, dignity, and justice. Both the new role of the BOTs and the infusion of young assistant teachers into the education system underscore the two main areas of focus of ESP.

Shortly before the start of the 2011/12 school year in September 2011, a government decree was issued that mandated a new level of empowerment and autonomy for school BOTs. The decree called upon schools to organize elections for the selection of new BOT members. The BOTs that carried out member elections were also afforded autonomy and responsibility for monitoring school performance, both financially and technically. This made the schools more accountable to their local communities for ensuring the quality of educational services. These positive changes have allowed for the establishment of a new model of school governance that is more democratic, transparent, and able to hold schools accountable for ensuring quality education.

In the wake of the revolution, and responding to public demands for improved income for workers of many sectors in Egypt (including the education sector), the Ministry of Education hired thousands of assistant teachers to serve in thousands of schools across the country. According to MOE, the majority of newly hired ATs were selected from the large pool of poorly paid youth working in the country's vast informal labor market. The hiring of these young people as MOE staff brings to the education system new blood and new ideas that reflect a generation that is inspired to seek real improvements to Egypt and its education system.

During the second quarter of ESP, working collaboratively with a well established network of MOE representatives at the central and field levels, launched its first set of training activities for the BOTs and newly hired ATs. Although the training activities were designed by ESP, the design received MOE endorsement and a commitment to have the actual training delivered to the BOTs and ATs by MOE appointed trainers. ESP's ongoing role is limited to the training of trainers (TOT) and support to training activities. To this end, ESP worked with the MOE's Social Work Departments at the central and Mudyria levels to provide TOT for SWD staff in 162 Idarras. These trainers in turn reached out to 2,300 BOTs, providing the training, which focused on the BOT's role in

school governance matters. Similarly, ESP provided TOT that qualified 431 trainers to implement the AT training. During this quarter, 3,065 ATs were trained across the five regions served by ESP.

ESP also continued its very successful collaborative effort with the Professional Academy for Teachers (PAT) towards the activation of a nationwide professional development certification system for Egyptian educators. ESP's support for the system has resulted in the preparation of 56 newly appointed professional development (PD) reviewers who graduated from PAT-sponsored PD training, and the certification of the first teacher training program, "Teaching Applications in the Classroom."

Progress to Date

Indicators	Previous Quarter	Current Quarter	Project to Date	Life of Project Target
▪ Number of SWDs received ESP-developed, MOE-endorsed training package	41	162	203	260
▪ Number of BOTs receive MOE-endorsed training package	808	2300	3108	25,000
▪ Number of BOTs receive matching grants for educational services	0	0	0	2,000
▪ Number of Idarras support school BOTs to organize reading/writing AND/OR science/ mathematics activities	0	0	0	104
▪ Number and percentage of students at risk supported by BOTs' grants	0	0	0	15%
▪ Number and percentage of students participating in reading/writing camps	0	0	0	50%
▪ Number and percentage of students participating in science/mathematics fairs	0	0	0	10%
▪ Rapid assessment tool developed and used	1	0	1	1
▪ Teacher performance self-assessment tool developed	0	1	1	1
▪ Number of Idarra-level master trainers certified to deliver PAT's teacher professional development program to newly hired assistant teachers	0	0	0	520
▪ Number of newly hired teachers receive PAT-certified training package	0	3,065	3,065	75,000
▪ Number and percentage of newly hired teachers who successfully pass PAT certified training course	0	95%	95%	80%

Introduction

The USAID funded Education Support Program (ESP) builds on the institutional achievements made by the previous Education Reform Program (ERP 1) in strengthening the local educational structures to support teacher professional development and community involvement in educational decision making and quality improvement. ERP also seeks to enhance the capacity of the MOE to manage crisis contingency planning so that future political and social disruptions to the school system can be well managed, thus reducing the negative impacts of such disruptions.

Among the intended impacts of the ESP is to enhance the MOE's ability to support and strengthen BOTs, which in turn would be able to address school system needs at the community level towards responding to current and future system fragility. As part of the process of strengthening community response capacities, ESP will support a competitive small grants program that will enable most impacted areas by the economic and social disruptions to pay school fees and address the lost opportunities to learn caused by closing of schools and the lack of safety. ESP will also address the MOE's need to provide rapid upgrading of the skills of recently hired assistant teachers while strengthening local capacities to respond to this need. Additionally, ESP will support processes that enhance the MOE's ability to respond to fragility in the future. All of ESP's efforts will emphasize further increasing of women's participation in governance processes and girls' access to and retention in school.

ESP will draw on ERP experience and expertise to enhance capacity for good governance and data-driven decision making from the community level to the district and central levels. The emphasis will be on addressing the needs of children in the "most impacted areas," including security, and the need to bolster the ability of the BOTs to improve access, retention, and learning outcomes among these same children and communities.

This report presents the main projects activities during the period from January to March 2012.

Program Objectives

Program Objective 1: Most impacted areas and highest concentration of newly hired teachers identified through a Rapid Assessment (RA) Rapid Assessment

Task 1: Work with MOE at central and field level to design and carry out the rapid assessment and to reach agreement on work priorities for assistant teachers training and in most impacted geographic areas

Sub-Task 1.6: Produce final RA report

In order to identify the most urgent professional development needs of new ATs and the educational risk factors (e.g., economic instability, lack of security, disruption of operations or instruction) negatively affecting the greatest number of children and their access to educational opportunities, ESP conducted a rapid assessment (RA), the results of which will provide guidance for ESP's programming for AT training, as well as for technical support to BOTs and the schools/communities they serve.

Analysis of the overall ATs and BOTs data revealed a number of major patterns which answer the rapid assessment research questions, and statistically significant correlations between ATs and BOTs items and background variables. For the newly hired assistant teachers, most of them were hired in Minia and North Upper Egypt region, followed by Qena and Southern Upper Egypt. In those geographic areas where ATs are most concentrated, most important areas of training from the ATs perspective are the instructional planning and the classroom management. All teachers expressed need for training in subject area specialization. Nevertheless, there are some common needs cited by the teachers. Among the common needs are training on teaching methods, student assessment, lessons preparation, active learning, and comprehensive assessment. Special training needs also were cited, including training on dealing with student with special needs, communication, education psychology, and subject test development. For the BOT training needs, many members acknowledge facing significant challenges. These include damaged school facilities and theft of school properties (Computers, science labs, chairs). BOTs noted that abiding by the BOT elections mandate resulted in a delayed start of the school year. Furthermore, women's participation in the BOTs is very poor; the majority of the BOTs do not include female members. Where there is a female member, the women typically is either the headmistress or one of the female teachers in the school.

Another significant challenge to the BOTs is that elected and appointed members often are not familiar with their roles and responsibilities as Board members. As a result, the BOTs are not carrying out essential functions, including actively involving the surrounding community to find supplemental school resources. They have no training in engaging the community to establish strong relationships with local NGOs, the private

sector, and the public sector to support improved education that will benefit all elements of the school community.

Results of the RA confirm that ESP is on the right track in its effort to support professional development for newly hired ATs and to build the capacity of the newly elected BOTs. Nonetheless, the RA findings are providing useful recommendations that will allow ESP and other education support initiatives to be responsive to the most urgent teacher professional development and school governance needs. As a result of the RA findings, ESP will make recommendations to USAID to amend the program's Year 1 annual work plan to respond to address more of the AT and BOT training needs highlighted in the RA study and compiled findings. (See the ESP Rapid Assessment Report for additional details.)

Program Objective 2: School Governance supported through strengthening Social Work Departments (SWDs)/Boards of Trustees (BOTs)

Task 2.1: Work with SWDs country wide to build the capacity of at least 25,000 BOT.

Sub-Task 2.1.1: Work with SWD central department to develop BOT development strategy

During this quarter, ESP held orientation and coordination meetings with the heads of the SWDs at Mudyria and Idarra level in each of ESP region to discuss:
- The importance of the BOT role in improving the quality of education;
- ESP work strategies with special focus on SWDs/BOTs development component;
- Criteria and process for selecting the master trainers and updating the Idarra SWDs trainers list; and
- Roles and responsibilities in implementing the BOT development strategy.

In order to involve all concerned stakeholders in the BOT capacity building, ESP worked with SWDs leaders and other local leaders such as Mudderia/Idarra Managers, Mudderia/Idarra BOT members, Finance Department representatives, and other leaders to create a supporting environment for the SWDs trainers, promote a sense of ownership among MOE leadership towards the BOTs capacity building activities, and build needed partnerships among those stakeholders.

Sub-Task 2.1.2: Work with SWDs to implement crash course for BOTs on their roles and responsibilities in light of BOT's new decree

During this quarter, ESP organized one-day refresher training workshops for the Idarra SWD trainers in eight of the ERP governorates to reinforce core content relating to the roles and responsibilities of BOTs and their members. The trainers organized a series of training workshops for school BOTs on roles and responsibilities in light of the new

BOTs decree[1], and they provided all the necessary logistical support for the workshops. On average, each BOT sent two and three members, usually the BOT head, school manager, and social worker.

Governorate	# participants	Governorate	# participants
Minia	758	Aswan	170
Fayoum	298	Luxor	353
Beni Suef	409	Cairo	896
Ismailia	224		
Total participants to date (all governorates)			3108

In the next quarter, additional BOT training will begin in Alexandria, after ESP's training of the Idarra SWD trainers has been completed. As for other non-ERP governorates, BOTs will receive training on roles and responsibilities following the implementation of a cascade training model by ESP, beginning with the training of master trainer teams.

Sub-Task 2.1.4: Create BOT regional master trainers

The main purpose of forming SWDs master trainer teams is to establish a training mechanism within the SWDs, allowing them to train the BOTs, as well as to create a cadre of Trainers of Trainers for the ongoing BOTs capacity development program. During this quarter, ESP worked with the SWD leaders at the governorate level to select the master trainers in each of the governorates. SWDs and ESP regional offices decided on the selection process, that has the following common steps:

- Announcement about the formation of the master trainers' teams;
- Receiving applications and nominations from the Idarras; and
- Interview panel at the governorate level composed of SWD, Mudderia leaders, and ESP to make the final selection. Short listed candidates were asked to make a presentation for 10 minutes as part of the interview and complete written tests.

The selected master trainer teams in the five regions are as follows:

#	Region	Number of Master Trainers
1	Cairo	30
2	Alex	25
3	Ismailia	25
4	Minia	32
5	Qena	36
	Total	148

In addition to the selection of the master trainer teams, ESP worked with governorate both Mudyria's and Idarras' SWD leaders to update lists of trainers at the Idarra-level who received training before by ERP. In some non-ERP governorates, a process similar

---

[1] BOTs decree 289/2011

to the selection of master trainers, took place to select Idarra SWDs trainers. The updated number of Idarra level SWD trainers is as follows:

#	Region	Number of Idarra SWD Trainers
1	Cairo	305
2	Alex	236
3	Ismailia	215
4	Minia	235
5	Qena	250
	Total	**1241**

The TOT course for SWDs master trainers' teams covers two main areas; understanding of the core training topics in the BOTs capacity building program, and essential training skills taking into consideration the differences between ERP and non-ERP governorates.

For non-ERP governorate the TOT takes 5-day workshop on:
- Basic TOT skills
- Training topics with application of the basic TOT skills:
    o BOT roles and responsibilities
    o BOT role in increasing community participation
    o BOT role in mobilizing community resources
    o BOT Assessment Tool (BOTAT) implementation

For ERP governorates the TOT takes 3-day workshop on:
- Training topics with application of basic TOT skills:
    o BOT role in increasing community participation
    o BOT role in mobilizing community resources
    o BOT role in the school improvement planning

The master trainers coming from ERP governorates are trained on the topic "BOT roles and responsibilities" through the crash course that ESP implemented. In addition, the topic of "BOT Assessment Tool (BOTAT) implementation" is not needed for the ERP governorates since they have been using the tool for years with BOTs.

During this quarter, the TOT workshops were conducted in the ESP five regions through contracting external consultants to deliver the training on basic TOT skills, and employing ESP staff expertise in BOT capacity building to deliver the other training topics. The technical package developed by ERP was made available to the master trainers in order to use in delivering the training to the Idarra level trainers. In Cairo region, ESP selected two members of the best trainers trained by ERP to deliver the training topics related to the BOT capacity development, which introduced a good living example for the master trainers.

As a result of the TOT workshops, the master trainers developed action plans to transfer the training to the Idarra level SWD trainers. The leaders of the SWDs joined the last day of the TOT workshops in order to participate in a session focusing on developing specific action plans. Since the completion of master trainer TOT, the master trainers have begun a second level of TOT workshops for the Idarra level SWD trainers, addressing the same topics on which they had themselves been trained. To date, these TOT workshops have been completed in all Idarras of the following governorates: Aswan, Luxor, Qena, Minia, Fayoum, Beni Suef, Giza, Menofia, Cairo, Qalyoubia, and Dakahlia. Idarras in the remaining governorates will receive TOT workshops in the coming quarter.


Aswan and Luxor teams prepared an action plan to roll out the same training to BOT' members at Idarra and schools level

> **Task 2.2:** *Work with MOE / SWD to provide grants to selected 2,000 BOTs to support educational needs in the most impacted areas*

> **Sub-Task 2.2.1:** *Work with MOE stakeholders to design and approve BOTs grants mechanism*

During this quarter, ESP organized a series of meetings to develop its guidelines for implementing the BOT grants based on lessons learned from previous projects such as: New Schools Program (NSP), School Team Excellence Awards Program (STEAP), Girls' Improved Learning Outcomes (GILO), and Education Reform Program (ERP). The guidelines were shared and discussed with USAID and MOE that recommended putting the implementation of the BOT grants on hold for the time being. The main steps for implementing the BOT grants are expressed in the following diagram:
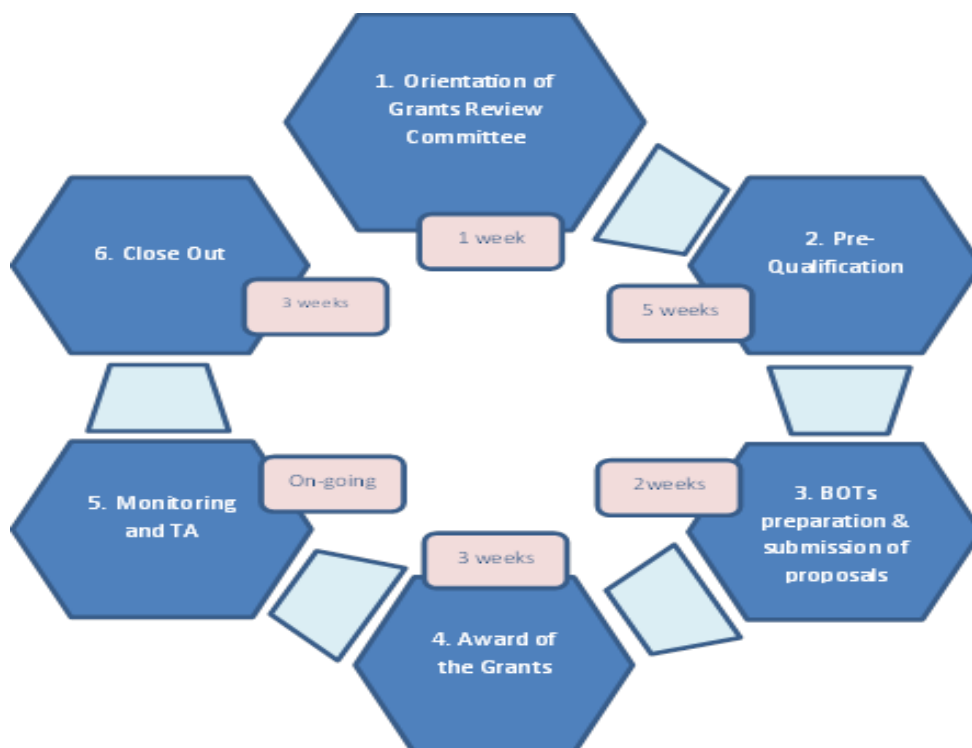
The grants specifications:
- Grant duration: 3 months
- Grant average: 12,000 LE (that will be announced)
- BOT will receive the grant in one installment.
- BOT submit technical and financial report as part of settlement requirements.
- BOT has to state in the proposal, a commitment to a cost share of at least 10 % (cash and/or in-kind) of the total value of the grant.

Sub-Task 2.2.4: Work with selected Idarras to support BOTs in conducting reading and writing camps/activities

ESP developed the guidelines for implementing reading and writing activities building on the model established under ERP. ESP aims to provide support to BOTs in a select number of Idarras, enabling them to play an active role in addressing the problem of poor reading and writing skills of children in the basic education public schools. Key strategies will include mobilizing community and education system to plan and implement reading and writing skills development activities for the children in those communities. The focus of the ESP approach is to work with the Idarra BOTs so that they may more actively engage schools BOTs, supporting them to identify central problems related to reading and writing, plan for interventions, and mobilize needed support (technical and financial) of the communities and education system. ESP encourages the Idarra BOTs to benefit, as appropriate from the available technical resources made accessible by other programs, like ERP, to work with schools BOTs to identify the causes of the problems identified, and to develop interventions using grant funding provided by ESP.

Sub-Task 2.2.5: Work with selected Idarras to support BOTs in conducting science and Mathematics fairs

ESP started to work on developing its guidelines for providing technical assistance to enable BOTs to organize science/mathematics fairs. In this regard, ESP organized a consultation workshop on March 18 where experts in the field (from Bibliotheca Alexandria, Global Techniques, Misr El-kheir NGO, Intel, etc.), MOE science supervisors, and school science teachers came together to learn about best practices by other players in this field to begin designing fairs focusing on science and mathematics education. BOTs will receive ESP technical support to develop and implement these events.

The main recommendations by the workshop participation include:
- To study the current system at MOE for organizing competitions, fairs and clubs in order to build ESP approach to activate this system.
- To allow BOTs to play a major role in organizing the fairs by mobilizing resources and sponsors, and implementing awareness raising activities among parents and schools about the importance of scientific thinking.
- To start piloting fairs in a selected number of Idarras before scaling out to a larger number.
- It is important to include in the design what should happen after the fairs and to identify sponsors for the successful projects presented in the fairs.

Possible collaboration between ESP and other entities that are working in this field, such as Intel and Bibliotheca Alexandria, is under study within ESP team.

>
> *Task 3:* *Work with PAT and other relevant MOE partners to train 75,000 newly hired Assistant Teachers*
>
> *Sub-Task 3.3:* *Work with PAT to certify assistant teacher training course to address identified needs*

The achievements of the components for this quarter relates to the activation of the professional development certification system at the Professional Academy for Teachers (PAT). As a result, 56 reviewers graduated and the first teacher training program "Teaching Applications in the Classroom" was certified. In addition, 3,065 assistant teachers were trained in the five regions of Egypt by 431 qualified trainers.

Meetings with partners at the central level were held to introduce the project and investigate the areas of collaboration and support continued during this quarter. Several meetings took place at PAT to decide on the formation of the certification committee and processes. In addition, meetings took place with the MOE counselors for Music Education, Physical Education, and Art Education to investigate the appropriateness of the basic course for Assistant Teachers to those specialized in the three areas. Moreover, a meeting was organized with specialists in social work from the MOE to review the course for Assistant Social Workers in order to start training them during the next quarter.

A two day workshop was held for two days at PAT for producing the core training Package for the AT. The participants consisted of the 14 Master Trainers who were involved in the development of the original materials for the AT as well as four training experts form PAT. The workshop was organized in partnership with PAT and was held at the Educational City on the 2nd and 3rd of January, 2012. The results of the workshop included the following decisions on the training package "Teaching Applications in the Classroom" for the (AT):

1. The core training for assistant teachers is a five-day workshop on the essential skills that were identified by the participants. The course will be delivered in a face to face setting to allow for interactions with the trainer and other trainees. The course consists of five units which are:
   a. Education standards and quality
   b. Instructional Planning
   c. Teaching Strategies- Active Learning
   d. Classroom Management
   e. Student Assessment

2. There are three additional units that will be delivered in both conventional and unconventional methods such as Teacher Learning Circles, E-learning, or self learning. They will be further developed to suit the new method of delivery and provided to the AT in a future stage as an optional training. These topics are the following:
   a. Audio visual aids and technology
   b. Learning styles and individual differences
   c. Reflective Teaching

3. The results of the Rapid Assessment that was completed this quarter confirmed the above choices then added more topics to be introduced to AT in the supplementary training. These topics were mainly related to their areas of specialization which are:
   a. Arabic teachers: How to teach reading, writing and handwriting.
   b. English teachers: How to teach reading, conversation and phonetics.
   c. Science teachers: How to use laboratories.
   d. Math teachers: How to teach geometry, algebra and statistics.
   e. Social Studies teachers: How to teach map drawing.
   f. General for all: how to deal with violence, inclusion, large student numbers and collaboration with parent and communities.

The second event that took place was the first "Reviewers of professional Development Services" workshop from January 4 till January 9, 2011 for four days. ESP provided the electronic copies of the materials and a technical consultant. PAT provided all the logistics for the workshop. The number of reviewers who graduated from this first group included 25 senior teachers and six participants from different USAID projects (two each from ESP, GILO and TILO). The same course was repeated for another group of 25 MOE reviewers, this time with less technical support from ESP. The PAT conducted the event, relying on ESP only for modification of the training materials and guide based on feedback from the first event.

The certification process of the "Teaching Applications in the Classroom" took place in several steps. First, the reviewing committee was selected based on a set of criteria developed in collaboration with PAT. The criteria included qualifications, specialization, experience and their achievement on the assessment during the reviewers' course. Second, ESP made five electronic and hard copies of the program and submitted it with a request for certification. Third, the committee assessed the materials in a period of three weeks based on the standards of PAT for training programs and developed a report. Finally, the director of PAT acknowledges the report and announced the certification of the course. The materials will then be printed centrally for all assistant teachers' training for the upcoming period.

Sub-Task 3.5: Work with PAT to certify MOE trainers for specific courses

During this quarter all regions prepared a cadre of trainers for the AT course according to need in every governorate. The trainers were selected using the standards for training

developed by PAT. There were different methods for the nomination and selection of trainers in the governorates, but in all cases the selection process emphasized partner ownership and responsibility. In some governorates the selection committee consisted of local training officials or Mudderia managers. In other cases they were selected from the pool of master trainers who worked in governorates during ERP or recommended by other projects. The process included an interview and assessment of the experience in training. In some governorates a test was developed by the local training unit and administered to all trainers so the selection was based on the results. The TOT for the local trainers focused on two main areas; the content of the AT course and training and facilitation skills. The main objective of the training was the improve the training and facilitation skills including ice-breaking, training management, using audio-visual aids, building rapport and dealing with different kinds of trainees. The trainers were evaluated on their presentation skills of the AT training. They were also assessed on their participation, commitment and interaction during the training. The TOT was delivered by the Master Trainers who developed the AT course.

"Teaching Applications in the Classroom for the Assistant Teacher" Gharbeya

"Teaching Applications in the Classroom for the Assistant Teacher" Alexandria TOT

From February to March, a total of 431 trainers received the TOT and passed the course. The distribution by Governorate is presented below.

#	Governorate	Number of Trainers Trained
1	Alex	27
2	Gharbia	30
3	Beheira	24
4	Matrouh	18
5	Cairo	12
6	Qaliobia	17
7	Sharkeya	19
8	Suez	2
9	South Sinai	2
10	Ismailia	17
11	Port Said	4
12	North Sinai	8
13	Damietta	1
14	Qena	16
15	Red Sea	11
16	Assuit	24
17	Luxor	16
18	Sohag	29
19	Aswan	20
14	Minia	38
15	Beni Sweif	28
16	Fayoum	26
17	Giza	28
18	Menofia	14
Total number of master trainers		**431**

Sub-Task 3.8: Train 75,000 Assistant Teachers on Core certified training

The training of ATs commenced February for teachers of five main subjects; Mathematics, Science, Social Studies, Arabic, and English. The core training was conducted by the local trainers individually or in pairs. The training rooms are mainly in schools that are centrally located to ease the travel of the teachers. A general challenge that faced the implementation of training was the difficulty to get the right data on the ATs eligible for the training. There are discrepancies in the data when received from

17

different departments in the Mudderia. During the next quarter ESP will work on resolving this problem. In some governorates, the number of ATs in the main subjects was very little so the training will target other ATs in other specializations such as activity teachers and Assistant Social Workers. The numbers of ATs trained till the end of this quarter is as follows:

#	Governorate	Number of ATs
1	Gharbia	111
2	Cairo	104
3	Qaliobia	445
4	Sharkeya	112
5	South Sinai	39
6	Ismailia	682
14	Qena	238
16	Assuit	296
17	Luxor	40
18	Sohag	105
19	Aswan	71
14	Minia	350
15	Beni Sweif	267
16	Giza	205
Total ATs trained		3,065

Sub Task 4: Work with MOE on strengthening its leadership capacity at Idarra level in contingency planning, data driven decision making, and creating decentralized sustainable TPD models

Sub Task 4.1: Train selected Idarras leadership teams contingency planning

During this quarter, ESP staff researched previous efforts in the area of crisis contingency planning and located a study conducted in in upper Egypt and North Sinai that investigated existing structures and resources of crisis management. ESP staff also started informal interviews with local educational leaders to identify existing system, procedures, and tools of crisis contingency planning in education. A draft baseline tool was developed that will be used to get a more comprehensive understanding of the existing system at the idarra and mudderia levels vis-à-vis crisis contingency planning.

Sub Task 4.3: Strengthening the overall capacity of the Mudderia and the individual Idarra to address the local teacher professional development

ESP held several meetings with representatives of high ranking leaders of M)E in 7 governorates of Upper Egypt region; the representation was as the following:

- Mudderia undersecretary (or deputy)
- General Education Manger
- Training department manger
- PAT branch manger
- Mudderia contact person

Upper Egypt region meeting with representatives of high ranking leaders of MoE

The main purpose was to orient partners to ESP strategies, professional development opportunities, challenges, and ways to address challenges.

Issues of communication from/to Mudderias were discussed in addition to other issues related to process of target selection, follow up and Mudderia support to program activities.

ESP regional staff has adopted a participatory approach in implementing AT training activities. A mentoring and coaching approach was used to transfer experience with training department managers, The Central Directorate for In-Service Training (CDIST)

branch managers, and other local leaders such as Technical Support Units (TSU) and Quality Assurance Units (QAU).

> **Program Objective 5: Establish a participatory monitoring and evaluation system**

Task 5: Establishing and operationalizing a Monitoring and Evaluation system

Sub-Task 5.2: Establishing a database for recording and generating reports on activities

During this quarter ESP established a process for nominating and recruiting consultants. According to the system consultants register for certain specializations and their files are evaluated and entered into a consultant database indicating their field of expertise and their level within that field.

Participant registration form was reviewed and updated to be more suitable for ESP activities in BOT, AT, and Leadership activities. A participant and activities data base is currently being developed and trialed for recording all participants and activities. The database is designed according to the needs of project reporting and quality assurance and it reflects the following features:

- Enable users to insert/update/delete participants' personal data;
- Assign different participants to different activities;
- Develop search engine to create reports of participants classified by many criteria;
- Insert/update/delete basic data of (Activities, components, governorates, departments, sectors, etc…);
- Create system users with levels of permissions;
- And support ESP connectivity with TraiNet database for reporting purposes.

Sub-Task 5.4: Develop and implement a comprehensive M&E system

During this reporting period, program PMP was revised and submitted to USAID. Based on the PMP's indicators and definitions data collection tools and reports are being identified towards a final M&E plan for ESP. The objective of the monitoring and evaluation plan is to provide guidance to the ESP staff, document program progress and impact, and provide information to improve program implementation and support more cost-effective and sustainable results.

The M&E system is being developed, taking into consideration lessons learned and best practices of previous educational programs funded by the USAID. Much of the M&E approach is derived from the successful approach used under ERP. The added value of the M&E system for ESP is that it will leave a legacy of tools, outputs, lessons learned and best practices that can be institutionalized in the relevant MOE and PAT units.

Program Objective 6: An effective and appropriate communication strategy developed and applied

Task 6: Develop and implement program communication strategy

Sub-Task 6.2: Develop communication strategy to explain program approaches to education support

A draft Communication Strategy was developed to ensure effective information sharing. The Communications Strategy will allow ESP to maintain the effectiveness of its activities through transition and influence stakeholders to participate through the venues and forums provided. The main purpose of the Communication Strategy is to contribute to the successful implementation of ESP with the right communication delivered to the right audiences at the right time. Communication mechanisms will be selected from various available sources according to the objectives and audience of each communication piece.